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AUTHOR Costick, Rita M.
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ABSTRACT

This collection of insights and experiences of seven women in educational administration is particularly useful for women considering upward mobility within administration. The women's backgrounds and geographic locations vary, and they work in educational institutions at several levels. Their responses to a number of questions relating to their lives and work include personal background, skills necessary for successful administration and how to obtain them, rewards and drawbacks of being an educational administrator, and future projections for themselves and women administrators in general. An extensive resource list at the end offers sources for further exploration of the field. (Author/LD)

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WOMEN IN EDUCATIONAL ADMINISTRATION: PROFILES AND RESOURCES

Rita M. Costick

1978

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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Office of Education
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WOMEN'S EDUCATIONAL EQUITY COMMUNICATIONS NETWORK
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If you would like to know more about WEECN, please write to us.

—Matilda Butler, Director

CONTENTS

Preface v

Sandra J. Clark
Assistant to the President
Florida International University
1 ..... Miami, Florida

Alene H. Hamilton
Co-director, Center for Career Planning
Placement Director
Mills College
Oakland, California 7

Mary Carmen Saucedo
Associate Superintendent
El Paso Independent School District
13 ..... El Paso, Texas

Patricia Ann Schmuck
Assistant Professor of Educational Administration
Project Director,
Sex Equity in Educational Leadership Project
University of Oregon
Eugene, Oregon 19

Dorothea W. Brown
Dean/Director, Instructional Development/
Instructional Personnel Development
District Administrative Services
Cuyahoga Community College
25 ..... Cleveland, Ohio

Scherry F. Johnson
Assistant Principal/Dean of Instruction
Alex Spence Middle School
Dallas, Texas 31

K. Jessie Kobayashi
Superintendent
Murray School District
37 ..... Dublin, California

Some Final Thoughts 43

Resource List 45

WEECN Publications 51

PREFACE

We would like to share with you the insights and experiences of seven women in educational administration who have come from various personal backgrounds and geographic locations, and who work in education at several levels (middle school, elementary/secondary districts, community college, private four-year college, and university).

In an effort to present candid and individual portrayals, each woman was asked several open-ended questions relating to multiple aspects of her life and work. Topical areas included: personal background; skills and competencies essential for successful administration and how those might be obtained; the rewards and positive aspects as well as the drawbacks and difficult dimensions of being an educational administrator; recommendations and suggested resources for other women; and future projections -- individually, and for women in administration collectively. Additionally, each person was asked to reflect upon what positive qualities she possessed that were especially relevant and helpful in her role as an administrator.

The resource list identifies some sources for further exploration of the field and includes bibliographies, directories, books, articles, research reports, periodicals, projects and programs, and national organizations. A more detailed bibliography on the topic is currently being developed and will be available in early 1979. WEECN welcomes information from others on available print, nonprint, and human resources related to women in administration at all educational levels.

Women in Educational Administration could be utilized in a variety of settings such as educational leadership programs, college/university management or administration classes, and workshops/conferences on the present and potential role of women in educational policy-making positions. It is hoped that this booklet will be particularly useful for women considering educational administration or upward mobility within administration.

Special thanks are in order to Dr. Leadie Clark, Chancellor, North Orange County Community College District, Fullerton, California; and to Dr. Anne Dolan, Vice President for Student Development, University of San Francisco, California, for their careful and thoughtful review of this manuscript in draft form. As educational administrators themselves, each had a most helpful experiential base from which to make constructive suggestions for the improvement of the document.

Dr. Sandra J. Clark
Assistant to the President (new position)
Responding as:
Associate Vice President for Academic Affairs
and Dean of Students
Florida International University
Miami, Florida

FOUR PEOPLE IN PARTICULAR INFLUENCED MY LIFE OR ALLOWED ME SOME KEY OPPORTUNITIES TO SUCCEED OR FAIL.

First, was the influence of my father who was a professional mechanical engineer and inventor with his own business. He allowed me to be involved in his work or to share in his projects. Most particularly he always answered my questions and listened to my ideas. I was always pleased when I got to go to work with him. He nurtured and supported the thoughts I had about what I wanted to do or be. He never restricted my choices, only encouraged me towards quality and being the best at whatever I chose to do. I am sure this set a basic tone for the rest of my life and even though he did not live to see the last two major professional accomplishments, the foundation he laid influenced my performance and goals.

A second major influence was a very tough and demanding female high school English teacher. Besides making me redo fifty percent of my compositions, she also pushed me to excel and never to settle for mediocrity. I have kept in touch with her all these years at least at Christmas and more frequently when I have made a career change. After this, there was a long period when I was on my own without benefit of specific people who pushed, opened doors, or acted as mentors. In reflecting upon it, I really never had a special mentor.

However, later on two career breaks were provided by male administrators who both offered me particular opportunities to advance, be challenged, and have the freedom to fail. The first hired me as Dean of Women at Hiram College (Ohio) in 1969, thus making me one of the youngest Deans of Women in the United States at that time. This also provided the experience and growth opportunity which motivated me to return for a doctorate.

The next opportunity was provided by the founding President of Florida International University who appointed me as the first female Chief Student Affairs Officer in the history of the State University System of Florida. This also provided me with the unique experience of being a founding administrator of a major institution and for several years the only woman in the key executive staff meetings. In all these positions I feel several qualities and characteristics have contributed to my achievement, including the ability to look at situations from all sides and offer alternative or multiple solutions; the ability to place myself in the other person's shoes to see and understand the problem; and the ability to do creatively more than one thing at a time.

At the age of 40, after having worked full-time as a professional in education for the past 18 years, I have reached an interesting point of reflection and assessment regarding my own career. The thoughts have ranged from: "It ain't worth it" - to "I won't be beaten" - to "I wouldn't have missed it for the world." I should have made more time to reflect, not that I would have changed my major decisions or career moves, but I would have weighed some alternatives differently, selected some different staff members, altered some priorities to fight harder for some different principles and programs. Hindsight is really wonderful and it can be used in my future.

THE SUBJECT MATTER ISN'T THE RELEVANT LINK TO SUCCESS IN ADMINISTRATION AS MUCH AS KNOWLEDGE AND ABILITY IN SPECIFIC AREAS AND THE ABILITY TO UTILIZE ONE'S KNOWLEDGE IN AN OBJECTIVE MANNER.

I feel a basic liberal arts background with more specialized choice of fields at the master's degree level is very important. A doctorate or at least coursework to the point of the dissertation is a decided advantage. In addition, I believe I made an important choice to get work experience with internships and fellowships at the master's level and then a few years of full-time professional experience before returning to pursue a doctorate.

Assuming one has the desire to be an administrator and go up the organizational ladder, I have found most critical to success the abilities to:

- Express yourself in all situations whether under pressure or not;
- Deal with institutional budgets and financial matters;
- Make tough decisions in an objective way;
- Stand your ground to the point of the "lonely no";
- Nurture staff growth and development;
- Deal in the operational present while at the same time looking to long-range goals and assessing the current decisions and operational effects on them;
- Foster and listen to discussion including disagreement until a decision is made;
- Change a recently made decision, if new data is provided regardless of the source of that data;
- Take risks;
- And last, but not least, an overriding quality of advancement and survival: maintain a sense of humor.

Important ways to gain competencies include membership in professional organizations, participation in professional association meetings, selected in-depth topical problem-solving workshops, and specific courses in finance and budget, organizational theory, and human growth and development.

I VALUE THE IMPACT I HAVE HAD ON SOME STUDENTS' LIVES—THE SELF-FULFILLMENT WHICH COMES FROM HELPING PEOPLE.

I have gained personal gratification from my own accomplishment and success in helping others. Continual referrals from persons I have helped validate the quality of the assistance given. Having other women specifically thank me for the doors I have opened and the barriers I have crossed and lowered, personally and professionally, has been rewarding. After I have been tough and demanding on college and university students, it has been valuable to receive a personal note several years later telling about their advancement and linking me to that. I have enjoyed seeing young staff grow and develop through my leadership to the point of their assuming other key positions. Especially rewarding has been the ability to grow and be taught by the students - even with all the changes of the 50's to the 60's to the 70's.

At Florida International University, I have enjoyed the chance to help to build a new university; problem-solving; being in a position of respect and power, on-campus and in the community; and having the opportunity to develop and link programs in a different way.

WOMEN ARE OFTEN PASSED OVER FOR ADVANCEMENT AND ESPECIALLY FOR HIGH RANKING "ACTING" POSITIONS WHICH WOULD EXPOSE THEM TO HIGHER LEVELS OF RESPONSIBILITY.

Since the majority of the power structure is still mostly male; i.e., Boards of Regents, Boards of Trustees, Executive Staff, etc., the drafting and final approval of organization charts and positions are still in the control of men. Even with one or two women at these levels, the actual vote and power of approval at every level up from upper mid-management is controlled by males. Lest we not kid ourselves, the time is not soon on the horizon for this to change. The natural flow of

change will not occur until the make-up of these power sources has more equitable representation including women as equal partners in the decision making. Until quite recently, parity of compensation and advancement didn't even exist, but now this is beginning to be recognized and dealt with in some institutions. There should also be equitable treatment with male administrators in obtaining women's opinions on informal matters or crises items in the school or university in the same manner as the "old boy network" gains information.

Co-workers such as single or younger secretaries may find it difficult to work for a strong woman, especially if their previous male bosses have nurtured intercommunication and response in a flirtation model with even light sexual overtones. This requires some special understanding and communication on the woman supervisor's part. Some difficulties which may occur with professionals may also require sensitivity and extra initial communication. The problems at this level seem to be related to whether or not the professional has ever worked for a woman before, age-old

myths, and the employee's ability not to let femininity/masculinity enter into the content of the decisions or communications. The chance for threat and misunderstanding is far greater when the communication is corrective, or in disagreement with the supervisor. It is truly easy to be misunderstood as a female executive.

I HAVE A GENERAL RULE THAT IF I DON'T SLEEP FOR A NIGHT OR TWO, SOMETHING IS OUT OF STEP AND I KNOW I AM LETTING THINGS GET OUT OF CONTROL.

No job is worth that stress on one's health. Your own positive self-concept and sense of well-being are the most important aspects of success. Several other thoughts come to mind as I think about recommendations for women pursuing a career in educational administration:

- BE WILLING TO MOVE- PROMOTIONS, INCREASED RESPONSIBILITY, NEW ENVIRONMENT FOR GROWTH, AND LARGER JUMPS IN SALARY ARE USUALLY AVAILABLE ONLY IF YOU MOVE. Men seem to consider this part of an achievement-oriented career path, yet too often women consider it a hassle, an inconvenience, and often not worth it.

- FIND A WAY TO ASSESS YOUR CLERICAL AND OFFICE MANAGEMENT NEEDS AS THEY RELATE TO THE HIGHEST RANKING CLERICAL ASSISTANT YOU HAVE. This person, as with every successful male, is very crucial to the conveyence of your image and your success on the job. Therefore, make the choice wisely and if you find you have selected or inherited the wrong person, negotiate quickly to have this changed. When you find the right person, it is also seriously worth considering asking the person to move with you.

- SUBSCRIBE TO AT LEAST ONE BUSINESS-TYPE REGIONAL OR NATIONAL MAGAZINE. Read magazines to which you do not subscribe in the doctor's office, the library, or while on an airplane.

- USE THE TELEPHONE CREATIVELY. When you are working with a new program or idea, find another professional linkage person who is doing or has done a similar project and is available to talk with you by phone. This is a small investment or cost and may reap many benefits serendipitously.

- RESEARCH THROUGH THE LIBRARIES. The availability of many new inexpensive video materials and other resources in management, decision-making, and finance, as well as communication and management styles of various people will greatly assist your learning.

- WEIGH INTERNSHIPS CAREFULLY. The true value of an internship, I believe, depends 75% on the person with whom you are interning and her/his attitude about its being a truly involved learning process. Unless you are included in the majority of activities, I question the worth of an internship, especially if you take a reduction in salary to do it.

I feel that one of the greatest favors a woman can do for herself is to find another colleague, female or male, with whom she can work through ideas in dialogue. This person must be of the confidant type and be able to question and challenge one's thinking causing a better outcome to result. It is important to avoid competition in this relationship.

DURING THE NEXT TEN YEARS, I SEE A LOT OF OPPORTUNITIES BECOMING AVAILABLE BECAUSE WE HAVE BEEN DENIED SO LONG, AND WE HAVE ALWAYS HAD TO BE SO MUCH BETTER PREPARED.

Women have many years of assisting or being second and third in the chain of command

while rarely being first. However, new opportunities in the top leadership positions may result in tough and unstable times. Many women appear to be very unrealistic about the weight, pressures, and time commitments which come with mid-level management and above positions. Such positions may require much work at night and on weekends, while often involving personal inconveniences. Men have done this for a long time; but in most cases, by the time a man reaches middle management, he has a built-in support system - his wife. The counter of this is not frequent and is just beginning to be talked about and acknowledged.

Realistically, with enrollments dropping or stabilizing the percentage of positions filled by women may become very small when compared to the numerical increase in those available for such positions. With this in mind, I highly recommend that women starting graduate school now prepare themselves for administration in education, government, and other human service occupations by taking a dual major or at least a series of additional courses which will prepare them for administrative positions in multiple career fields. The basic core of administration in any setting appears to be finance, management, planning, and some labor relations/personnel. All of these areas are also an asset in educational administration as we know it today. I say this because I feel the role is changing and expanding with many new expectations developing, whether the position is filled by a male or female.

Individually speaking, my professional and personal future is bright. I have recently finished 20,000 miles of interview travel. By the way, applying for a job is a full-time job. The record of my interview experiences for these jobs will be shared in a later writing because the data, questions asked, and my general experience may benefit many other women. Soon I will be in a new position by mutual selection - since I have withdrawn from or refused some and been eliminated from others. I have learned much from this process and most particularly that title, money, location, and reputation of the institutions vary greatly in importance to me as compared to the leaders and team of people with whom I might be working.

Photo by Patricia Goudvis

Ms. Alene H. Hamilton
Co-director, Center for Career Planning
Placement Director
Mills College
Oakland, California

MY MAJOR TURNING POINT WAS IN 1969 WHEN I MADE THE DECISION TO RETURN TO SCHOOL, AT A TIME WHEN THIS WAS NOT THE NORM AS IT IS TODAY.

I was born and raised in Palestine, Texas, and earned my A.A. degree in pre-nursing at Contra Costa College, Richmond, California. I am married to Reginald F. Hamilton and have two children, Anna Maria, 18, and Reginald F., Jr., 14.

As an employee of the Pacific Telephone and Telegraph Company of San Francisco, I rose to the rank of Assistant Traffic Operating Manager and was one of the first blacks to attain this status with the company in the Bay Area. I returned to school, continuing to hold a position with PT&T, and went on to earn my B.A. Degree in History and Social Science from the University of California at Berkeley. I completed graduate study at California State University, Hayward, in the Department of Educational Psychology, receiving my Master's Degree in Counseling in 1973. In 1974, I continued to take post-graduate courses in the field of career development at the College of the Holy Names, Oakland, California.

When I returned to school in 1969, the decision was based primarily on the fact that I was determined to work with young people in a way that would help them to understand the value of an education and to assist them in the educational process. I took the risk of giving up fourteen years of seniority with a major corporation to make a complete career change to higher education. I attribute part of this smooth transition to Ms. Bonnie West, Counselor, Merritt College, under whom I completed my field placement while in graduate school. I found her to be an excellent training supervisor in the practice of counseling college students, as well as an excellent role model and mentor. Her thorough instructions provided me with the self-confidence I needed to support a major

transition. Upon completion of my assignment with her, I was immediately hired by Merritt College to replace her when she took an extended leave of absence.

Since I have been in educational administration, I have found that many of the skills I used as a manager are applicable, and that one's basic skills are, indeed, transferable across many fields. The personal qualities/characteristics that have contributed to my achievements are: a positive and optimistic outlook on life; commitment to each task; willingness to work hard and long hours, if required, and to do my work well; desire to help other people and sensitivity to their needs; ability to manage and get along well with other people; a friendly but professional approach in dealing with others; intuitive sense in judging others; ability to evaluate a situation and make sound judgments; ability to communicate effectively; and a high level of energy.

If I had it all to do again, I would have continued my education before marrying and starting a family. It takes a very committed, devoted, and energetic person to combine successfully work, family, and education. While I do not regret this decision, I now see that the attainment of my education could have been a much easier task.

SUCCESS IN ADMINISTRATION DEMANDS A MULTI-FACETED COMBINATION OF SKILLS.

Effective administration requires that an individual be able to:

- Deal effectively with persons at all levels;
- Be sensitive to the needs of staff and to operational goals;
- Formulate and execute policies and programs;
- Prepare and review various financial and documentary reports;
- Adapt to changing situations and be flexible;
- Establish good rapport with people and win their confidence; and
- Solve complex problems with analytical thinking.

In addition, the good administrator should:

- Possess a keen sense of timing in order to meet the pressures of deadlines;
- Take the initiative and interest in developing better ways of running a smooth operation;
- Encourage staff to be creative and to risk implementing suggestions they may make;
- Develop a relationship with subordinates which allows them to make respected decisions and exercise good judgment;
- Stay on top of each situation and be able to defend the actions of subordinates, if appropriate;
- Convey an atmosphere of equitable treatment among staff;
- Promote staff to more challenging areas of responsibility when possible; and
- Be committed to affirmative action goals and procedures.

I HAVE BROADENED MY SKILLS, COMPETENCIES, AND UNDERSTANDING OF PLACEMENT WORK THROUGH MY ATTENDANCE AT AND INVOLVEMENT IN CONFERENCES AND SEMINARS.

In addition to the formal degree programs I have completed, once I established myself in the career planning function, I

sought additional post-graduate courses that directly related to this field. I have completed fifteen units of course work in career development. I have also visited several other colleges and universities to view their operations and to adapt their experiences to our situation. If a visit was not possible, a simple telephone call often sufficed for an individual problem.

Once placed in any new position, I feel that taking the role of the observer-listener is an essential part of the learning process. In addition, I feel that when a person is new to a position, she should request certain tasks. Taking the "let me do that" approach can often lead to stimulating assignments, thereby developing additional skills, as well as demonstrating one's abilities.

Although often frowned upon, volunteer experiences are an excellent way to develop specific skills. Internships and cooperative education programs are also excellent sources.

Additional resources for women's increased involvement in educational administration include:

Photo by Patricia Goudvis

- Membership and active involvment with women's groups that center around a particular interest, e.g. Society of Women Engineers;
- Contacts derived from family, friends, and business associates;
- Utilization of a college alumnae network;
- Attendance at conferences and seminars;
- Use of printed materials on women's issues and concerns. These materials can usually be found in the main library, women's center, or career planning and placement center;
- Membership in the following organizations: National Association for Women Deans, Administrators, and Counselors; American College Personnel Association (a division of the American Personnel and Guidance Association); American Association for Higher Education; National Association of Student Personnel Administrators.

HELPING YOUNG ADULTS AND ALUMNAE TO REALIZE THEIR FULL POTENTIAL AND BEING IN A POSITION TO SUGGEST WAYS OF FULFILLING AND REACHING THESE GOALS IS PERHAPS THE MOST REWARDING ASPECT OF MY JOB.

It is quite satisfying to share a student's or alumna's elation over having successfully competed for a job or having been admitted to a graduate or professional school. To be able to combine my interest in counseling and advising students with administrative abilities and interests is also a plus. The opportunity to participate in policy making that affects the lives of so many students is very stimulating, especially since I have deep concern for each student's well-being.

Additionally, the opportunity to work at a women's institution at a time when there are many positive results centering around women's concerns and issues has been a reward in and of itself. Mills College, in particular, has been in the forefront of addressing the educational needs and concerns of women on the West Coast. The college has an excellent reputation, which improves the prospects of liberal arts students in the market place.

I enjoy the diversity of my position in terms of office responsibility and community outreach. I also enjoy working for my immediate supervisor, from whom I have learned a great deal and whom I consider an excellent administrator.

HISTORICALLY, WOMEN HAVE BEEN EXCLUDED FROM KEY ADMINISTRATIVE POSITIONS—COLLEGE PRESIDENT, VICE PRESIDENT, BUSINESS OFFICE MANAGER, AND OFTEN DEAN OF FACULTY OR STUDENTS.

Another important problem is that although women have historically made excellent assistants to their male superiors, too often they have not been willing to take a subordinate role to another woman. This may be partly because women have not developed the sense of camaraderie that men seem to possess. Women seem to be more competitive with one another than they are with men. This is highly unfortunate. On the other hand, I am aware of situations where women who have gained positions of power abuse their subordinates to the extent that the situation becomes intolerable. This too is unfortunate.

Parity in compensation is perhaps one of the most critical concerns women in education face today. Regardless of their level of competence or degree of responsibility, women, in spite of their constitutional rights, are still being paid salaries which are less than those of their male counterparts.

Women can begin to change these inequities by working together on a common course: organizing themselves into large groups, such as the National Organization for Women; attacking the problems head-on by getting to the top of the political and economic structures; electing representatives to political office who have demonstrated their records in affirmative action policy; seeking positions of economic and political importance themselves; and filing charges of discrimination with proper social agencies, when the charge is a valid one.

One of the most constructive ways of correcting some of the inequities in hiring is for women to create viable networks in a variety of areas to ensure that there is a pool of applicants for important administrative positions. In addition, women must be willing and ready to sustain the pressures of the jobs which require substantial responsibility. Women must arm themselves with the appropriate education and experience and, in some cases, with mobility.

I WOULD ADVISE ONE TO RESEARCH THE FIELD OF HIGHER EDUCATION TO DETERMINE WHAT POSITION CAN BEST UTILIZE ONE'S SKILLS, TALENTS, AND INTERESTS.

Construct an attractive vita or resume that will highlight your special skills and abilities. Take advantage of personal contacts, women's networks, and non-traditional methods of job searching. Be persistent and follow-up on each application with a telephone call or correspondence. Look for alternate ways of breaking into a chosen field by suggesting part-time work or a short volunteer experience. Be mobile enough to take positions in other parts of the country.

In order to advance within the field of educational administration, I encourage

individuals to continually build on their experience and qualifications, seek out possibilities, and ensure that when an opportunity arises, they are in a position to be a strong and successful contender. Seek positions with department heads whom you respect and, in turn, respect you. Look for administrators from whom you can learn and who will be concerned about your professional growth. Ask for projects and tasks in which you can demonstrate your abilities.

Specifically I suggest:

- KEEP IN MIND THAT ENTERING AND BEING SUCCESSFUL IN ANY FIELD WILL GREATLY DEPEND ON KNOWING THE RIGHT PEOPLE AND MAINTAINING A GOOD WORKING RELATIONSHIP WITH PEOPLE WHO HOLD POSITIONS OF POWER.
- DO NOT UNDERRATE OR DOWNPLAY YOUR ABILITIES.
- DO NOT BE AFRAID TO EXPRESS THE WORTH OF YOUR TALENTS TO YOUR SUPERIOR. Do not hesitate to let your boss know that money is important to you.
- DO NOT COMPROMISE YOURSELF BY HAVING EXCEEDINGLY HIGH EXPECTATIONS AND LEAVING A JOB PREMATURELY. Remember that it takes, on an average, about a year to learn a new position.
- IN MAKING A DECISION ABOUT WHETHER TO STAY OR LEAVE, WEIGH THE GOOD AGAINST THE BAD IN A SITUATION AND CONSIDER ALTERNATIVES. Keep in mind that job satisfaction, in terms of the nature of the work, is a primary consideration.
- IF THE POSITION IS CLEARLY DEAD-ENDED, THE DECISION TO QUIT IS MUCH BETTER THAN REMAINING AND MAKING YOURSELF AND EVERYONE AROUND YOU MISERABLE.
- REMEMBER THAT PERSONAL RELATIONSHIPS WILL AFFECT YOUR CHANCES FOR ADVANCEMENT, BUT, IN THE FINAL RESULT, YOUR RECORD OF PERFORMANCE WILL WEIGH A GREAT DEAL MORE.
- THE CAPACITY TO TAKE ACTION AND TO INFLUENCE OTHER PEOPLE TO ACT IN ORDER TO GET THINGS DONE WILL REFLECT ON YOUR PERFORMANCE.
- BE FLEXIBLE AND POSSESS SOUND JUDGMENT IN UNDERSTANDING WHEN THE RULES OF THE BOOK CAN BE BENT.

I HOPE TO SEE MANY OF THE INEQUITIES THAT NOW EXIST ABOLISHED WITHIN THE NEXT DECADE.

Only if the affirmative action regulations are complied with at all levels of educational administration can this desire become a reality. While I do not feel that complete parity can be attained in this short time, I do feel that major strides can be made.

Despite the fact that employment trends indicate that the supply exceeds the demand in academic and administrative openings, one can clearly see that there are not enough women and minorities in educational administration. Thus, these special interest groups must have the insight to continue pursuing requirements which will make them successful candidates for key administrative positions.

My personal aspiration is to work toward my Ph.D. and to rise, at least, to the level of dean of students in educational administration, at a college where my efforts and status can be viewed by a larger constituency of third world students.

Ms. Mary Carmen Saucedo
Associate Superintendent
El Paso Independent School District
El Paso, Texas

LOOKING BACK, MY PROFESSIONAL ROLE MODELS WERE THE LIBERAL NUNS OF LORETTO* WHO TOLD THE WORLD OF THE INTELLECTUAL ABILITIES OF WOMEN AND THEIR POSSIBLE ROLES IN SOCIETY.

After attending Loretto Heights College, I graduated with a B.S. degree in Education from Texas Western College. I also obtained an M.A. in English and an M.Ed. in Education from the University of Texas at El Paso and hold certificates in Educational Administration and Educational Supervision, which qualify me for mid-management and superintendency positions.

At a time when the Hispanic woman's role was that of the traditional homemaker, my husband and I had six children and financial difficulties. Not having completed the B.A. degree at this time, I took a job teaching 40 sixth graders for $200 a month. The same job, I was told, paid $300 a month to male employees. Knowing that a bachelor's degree in education would enable me to earn a higher salary in the public schools, I returned full time to the University on a National Defense Education Administration (NDEA) loan.

I remember organizing my day to the last minute. I studied while our children studied, while waiting in a doctor's office, under the hair dryer, in the ladies' room between classes. And yet it was possible to care for home and children. I mention this only in the hope that other women who are in this situation will not feel trapped. It can be done. The needed ingredients are desire, a goal, hard work, and an understanding family.

I owe much to significant others in my career span, especially two of my professors of graduate work. At the conclusion of the master's degree one asked me to teach Spanish at the University and the other, a year later, chose me as the recipient of

*Loretto Heights College, Denver, Colorado

a fellowship program. It was through them I realized opportunity and success were also open to me

My experience in education includes being an Elementary Teacher for 11 years; Spanish instructor, University of Texas at El Paso; Consultant (Supervisor) Modern Languages; Assistant Principal; Principal; and Personnel Director (in charge of hiring, interviewing, recruiting, work relations, etc., for elementary personnel). I am currently Associate Superintendent, administrator of 19 schools--two high schools, five intermediate, and 12 elementary.

The positions of assistant principal, elementary principal, and consultant were traditionally open to women in the education system; the position of Director of Personnel, however, was another story. As I was the first woman ever to become Director of Personnel, no female role model was available to me in my association with professional male co-workers. For his support, understanding, and encouragement, I owe much to the man who was my immediate supervisor in Personnel.

In the various positions I have held, I have found a need to be sincere and forthright and to show a genuine concern for students, parents, teachers, administrators, and fellow associates. I have always assumed my full share of responsibilities within the entire system and have often volunteered for extra work. The ability to adjust and to be flexible also has been an asset. A tremendous desire to prove my self-worth has fed my desire for success.

Looking back, it is obvious that I should have obtained a Ph.D. degree, an endeavor which was set aside for the benefit of my children (so I thought). I would have taken courses in business management and public speaking, organizational politics, and if one had been offered, a course entitled "How to Get Along with the Boys."

A BROAD BACKGROUND OF KNOWLEDGE AND EXPERIENCE IN ALL LEVELS OF PUBLIC SCHOOL CURRICULUM AND MANAGEMENT IS NECESSARY.

A woman in a position of leadership should:

- Have an in-depth knowledge of the operation and functioning of a school system.
- Be in excellent health and have the ability to work closely with teachers, parents, students, administrators, and the community. It is necessary to dedicate extra time and effort, day or night, to be flexible yet firm, and to have the ability to project a genuine interest and concern for people and for their problems.
- Develop essential assets: be self-disciplined, be a listener, speak with thought, avoid bitterness, think of the feelings of others, be dignified, and have a sense of humor.
- Have goals and objectives, pursue individual hard work, be persistent, and take criticism impersonally in regard to achievement of tasks. Put distance between your losses, realizing that you can't win them all. Be able to anticipate problems before they happen and have an alternative ready.
- Learn the formal system of relationships using influence, having friends in all levels of education--custodians, clerks, secretaries, teachers, middle managers, etc. Do favors for others, calling on them in return, and keep promises.
- Be a master politician. You need courage and the desire to win. Just decide what you want and plan how you will achieve it. Weigh the costs against the rewards.

AS A LIFT TO YOUR MORALE AT A CRITICAL MOMENT, I HAVE FOUND WORKSHOPS HELD EXCLUSIVELY FOR WOMEN A DISTINCT BOOST TO MY EGO AND SELF-CONFIDENCE.

Realize that women will never be "one of the boys" or accepted by all men in their field. Be proud to be a woman and as such command respect not because of your femininity, but because of your capabilities and because of the fact that you, like a man, are a very special human being.

Many steps can be taken which will assist an individual wishing to enter or move in educational management. Among these:

- Develop a women's network for support and encouragement within your own system.
- Participate in workshops covering a variety of areas such as management, Title IX, negotiations, public relations, interpersonal relationships, and personnel management, to mention a few.
- Keep well informed; read articles, journals, periodicals, and books. Take reading materials home at night.
- Be alert and listen at all meetings; learn the feeling of others by listening objectively.
- Find a mentor, woman or man, whom you can call upon to listen. Join professional women's associations, and professional organizations. I have found the American Association of School Administrators, Division of Minority Affairs extremely helpful, especially Ms. Effie Jones, its director, a sincere, sensitive, and concerned woman.

I ENJOY MY JOB BECAUSE OF ITS EXCITEMENT AND POTENTIAL FOR CHANGE AND CREATIVITY.

I am involved with decision making that will directly and indirectly shape the lives and thinking of many children who will in turn shape the destiny of our country. The opportunity to counsel and

advise others is a reward. The pride of one's family is a reward.

I enjoy the exercise of authority as I am sure men have always enjoyed it. The prestige, the sense of accomplishment, and the feeling of self-worth are also important to me.

IT IS OFTEN DIFFICULT TO CHANGE THE ATTITUDES OF MEN IN THE ADMINISTRATIVE STRUCTURE.

Women are often perceived in the light of men's wives and/or daughters instead of as professional associates.

The administrative structure in education demands that the administrator deal with the community, with state politics, and with travel. Although compensation by law is equal in equal positions, parity of advancement is another matter. Women are perceived as hampered by their family obligations and by their inability to pursue informal avenues of communication open to men (e.g., bars, golf courses). Minority women may also be hampered by their husband's unwillingness to accept a more liberal view of male-female professional relationships, especially in the area of travel.

One recurring experience has not ceased to perturb me throughout the years: the inability of the public to accept, at first glance, a woman, Mexican American, small of stature, and soft spoken, as a leader. The confused and quizzical look that covers the face of my viewers is often disconcerting to me. The need to explain my position, the constant calling of my title as "Supervisor" instead of "Superintendent," is not flattering. I have learned, however, to take it with a grain of salt, a bit of humor, and some humility.

I have found that strength increases as my professionalism increases in action, dress, and demeanor. My opinion is listened to when I am firm and yet flexible. By taking responsibility for situations and tasks, my associates are aware that I am concerned with the system's problems, that I am capable of handling criticism, and that I am capable of handling difficult situations. It is of the utmost importance to be persistent and persevere when I believe in what I am doing. A strategy that I have found helpful has been to avoid confrontation, but to discuss issues openly and logically until my opponent is convinced.

MY STRONGEST RECOMMENDATION TO EACH WOMAN INTERESTED IN ADVANCEMENT IS TO PROJECT A POSITIVE ATTITUDE WHICH AT ALL TIMES IS COUPLED WITH SINCERE AND OBVIOUS ENTHUSIASM.

It is especially important to have goals and set a timeline. Weigh carefully what you wish the final outcome of your career to be, and absorb as much as possible everything pertaining to the varied departments within a system. Volunteer to be of service regardless of the size or importance of a project. Study and do research, submit ideas, thoughts, and whatever may apply to curriculum, personnel, and all areas of the system.

Other suggestions include:

- HAVE AN "OPEN MIND" WHILE YOU LISTEN AND FOLLOW THROUGH. Make suggestions or recommendations after having thoroughly looked into the situation.
- DON'T BE DEFENSIVE ABOUT YOUR ETHNIC BACKGROUND IF YOU ARE A MINORITY WOMAN; more and more people will accept you for your abilities.
- ACCEPT WILLINGLY RESPONSIBILITY FOR PROJECTS OR PROGRAMS DELEGATED TO YOUR CARE AND DO YOUR VERY BEST. Put your best foot forward and go that extra mile.

- BE AVAILABLE AT ALL TIMES; HAVE AN OPEN DOOR CONCEPT. Strive toward ideal conditions which are for the betterment of the community and education. Work for the "administrative team" by being a strong leader. Have devotion to the fundamental concepts of public education, the greatest instrument we have to preserve and continue our democracy.

- BE LOYAL TO THE ORGANIZATION; DO NOT BE OVERLY CRITICAL. Dress professionally; be friendly; have a sense of humor; and make friends of men, not enemies.

- TAKE FULL RESPONSIBILITY FOR YOURSELF AND YOUR ACTIONS.

I AM OPTIMISTIC THAT WOMEN WILL MAKE GREAT STRIDES IN THE YEARS AHEAD, ESPECIALLY IN EDUCATIONAL ADMINISTRATION.

I believe that women, especially the highly motivated and capable ones, will move up in the ranks to the superintendency as women become more actively involved in various organizations and in politics. Hopefully, women in mid-management will avoid unionization and will become creative leaders of change. The job market looks bright for women who are willing to strive.

Personally speaking, I believe I have the educational and experiential background necessary to undertake the full superintendency. Being a woman and bilingual will be advantageous. Now that my family has become individually independent I am looking forward to more varied opportunities, be it in the local system or in educational policy making outside El Paso.

Mrs. Dorothea W. Brown
Dean/Director
Instructional Development/
Instructional Personnel Development
District Administrative Services
Cuyahoga Community College
Cleveland, Ohio

MY CAREER HAS BEEN WIDE AND VARIED, AND I HAVE BEEN FORTUNATE ENOUGH TO BE IN THE RIGHT PLACE AT THE RIGHT TIME IN ORDER TO TAKE ADVANTAGE OF OPPORTUNITIES.

I have been a Teacher (math, social studies, English and home economics), Assistant Manager for a housing project; a Guidance Counselor; College Counselor; Assistant Principal; Acting Principal; Resource Person, and Program Coordinator. Along the way, I have earned a Bachelor's Degree in Home Economics and Education; a Master's Degree in Educational Psychology; and certificates in Human Relations from various institutes. I am certified as a Teacher, Counselor, and Principal, and Pupil Personnel Worker in the state of Ohio. Recently I completed the Higher Education Management Institute Training Program (funded by Exxon Foundation) and am presently a doctoral candidate at the University of Akron in Educational Administration with an Urban Studies Cognate.

I was reared in Austin, Texas, after having spent some of my early life in the state of Kansas, where I lived with a host of relatives. I was the only child around and everyone was constantly teaching me "something." In retrospect, Austin was a great place to rear children. It provided a very healthy atmosphere and environment for those who lived there, because it was a small city at the time and the negative elements found in large cities were few. The city was dominated by the University of Texas and other institutions of higher learning including two black colleges (Sam Houston and Tillotson). Although I, as a black person, could not attend the University of Texas, I have always felt that whatever happened there had a great impact on my life. Austin, Texas has always had an excellent public school system; I have felt that somehow the atmosphere created by all of the institutions prohibited benign neglect of the black schools.

Family, teachers, and friends were influential in my early life. I am a member of a large (eight children), loving family with lots of uncles, aunts, cousins, etc. All who claimed kin had high expectations of me and contributed where needed. All of the children knew that the family was responsible for our well-being, and we knew what was expected: have respect for yourself (or no one else would); have respect for your elders; and do the very best that you can at school everyday.

Teachers were always interested in me, but I was taught a lot at home. I could read when I started school at four years of age. Teachers exposed me to a variety of opportunities in and out of school. I attended both black and predominantly white colleges. I was fortunate to have a variety of experiences in each which contributed to my development.

There have been numerous people who have been influential in my life. Since I have lived in Kansas, Texas, California, New York, and Ohio, it is impossible to mention them all. I would like to name my husband of thirty years, Ira H. Brown, who greatly assisted me in the pursuit of my own goals. Also the professors at the previously mentioned schools, as well as those at John Carroll University, Prairie View, Ohio State University, Case Western Reserve, Fenn College, and finally the University of Akron have contributed immeasurably.

I was fortunate enough to work in schools as a teacher with administrators who formerly taught me; they assisted in making me successful. As a very young woman, I worked as an assistant manager of a housing project, one of two women and the only black of a staff of 25 professionals. Complete trust, respect and support from the other staff members and high expectations from the director made the job a training ground for other administrative jobs.

What would I do differently? Personally, I would take better care of myself. I would get an earlier start on my doctorate (I had not planned to get one). I would go to law school in order to become more involved in the legal activities which would enhance the quality of life for those who are less fortunate. Looking back, I am able to see in retrospect that the meaningful activities which have promoted a better way of life and equal access and opportunities have been legal actions.

ONE MUST HAVE PROFOUND RESPECT FOR THE HUMAN PERSON, REGARDLESS OF RACE, CREED, OR SOCIO-ECONOMIC STATUS.

Human relations skills must be continually developed. For advancement in administration, I believe absolutely nothing substitutes for formal training and nothing takes the place of acquiring the important skills and competencies. You must learn to:

- Initiate new approaches;
- Coordinate related ideas and events;
- Support others and their ideas;
- Find out how you function best in specific situations;
- Decide early to be successful, study competencies of successful persons and emulate them;
- Master skills to deal with a variety of persons and groups.

Be sure that any successes for exceptional and stimulating ideas or programs are shared with all who participated. Do not be afraid to make decisions, but be sure that they are based on knowledge of the subject and in a spirit of fair play and respect. Develop your own belief system.

By taking advantage of all opportunities for advancement such as workshops, research activities, projects, conferences and membership in professional organizations, you can learn to:

- Form linkages with other persons whose competencies compliment your own:
- Evaluate the impact of the job on your own development and advancement;
- Stimulate innovation and experimentation;
- Evaluate--expect and cooperate in appropriate evaluation of what you are involved in;
- Acquire decision-making skills and understand various decision-making models in order to be able to share in conceptual planning;
- Have a belief that you can do it, show self-reliance and maturity;
- Keep abreast of what other comparable professional groups are doing;
- Become apprised of foundations, governmental activities, workshops, seminars, conferences, publications.

THE INTERACTION PROVIDED BY COMPETENT PROFESSORS AND BY ONE'S PEERS IN CLASSES, WORKSHOPS, SEMINARS, CONFERENCES, AND DISCUSSIONS IS ONE OF UTMOST IMPORTANCE.

Reading is the key to all of these operations; so, each person should re-tool her reading skills periodically. One should have an assessment of reading capability (verbal, comprehension, speed) made at a recognized reputable clinic or by qualified persons and adhere to the findings. Seek out management skill-building seminars, sponsored by reputable organizations, which are not designed for educators only. As an administrator you will need management skills to interact with others in a variety of disciplines. Locate people and institutions which provide information needed to make appropriate choices. Frequent the libraries, public and professional, and browse over materials to become sensitized to what is current in print, and available opportunities in training, internships, etc. Call professional organizations and discuss ideas and questions which interest you.

Additional ways of obtaining essential skills are:

- Become a working member of a wide variety of community organizations such as scouts, civic groups, YWCA, church groups;
- Read a wide variety of professional journals;
- Subscribe to magazines which are directed to a diverse point-of-view;

- Subscribe to Time, Newsweek, U.S. News Report, or secure them from the library;
- Appear on programs and participate as a panel member, requiring you to prepare your own materials;
- Participate in national conferences.

BEING AN EDUCATIONAL ADMINISTRATOR PROVIDES NUMEROUS OPPORTUNITIES FOR PROFESSIONAL RENEWAL, ORGANIZATIONAL TEAM-BUILDING, AND PERSONAL GROWTH.

As an administrator I participate in and give leadership in setting goals, defining objectives, and designing and strategizing activities which enhance the teaching-learning act. Being able to contribute to the decision making is extremely satisfying, especially if the goals are actualized.

There are many, many opportunities to travel throughout the U.S.A. to professional conferences to participate, to present, or to act as a panel member in discussions on important issues. Seeing one's efforts materialize into successful ventures is a significant reward. Since I have been an educational administrator in many different institutions, I have had many opportunities to become a member of various groups, professional and social, throughout the country. Increased salary, which has permitted the contribution to scholarships for needy students and other worthwhile causes, is also a most valuable benefit.

What I enjoy most about my present position is the close interpersonal relationship with a large variety of persons, programs, college-wide activities, and other institutions. I also enjoy the day-to-day challenges I face.

WOMEN HAVE BEEN ISOLATED, SEGREGATED AND/OR LEFT OUT OF THE DECISION-MAKING PROCESSES IN MANY INSTANCES.

In the administrative structure the women's roles are formally and informally designed. On site, during office hours, women are expected to do as much or more than their counterparts; sometimes, it is for less pay. On the other hand, one picks up from conversation that many informal opportunities exist for the men to interact with the chief decision-maker who usually is male. Men will "find" themselves on the same golf course, trips, at the same club, etc. When the issue returns to the office for a decision, the votes are guaranteed.

The strategy for coping in any situation is to be better informed, better trained, and maintain liaison resources, both inside the organization and outside, who can provide information and guidance. It is imperative to adhere to good organizational procedures at all times; nothing substitutes for professionalism and the "know how" of getting the job done superbly!

I WOULD RECOMMEND THAT ANY WOMAN WHO WISHES TO ENTER OR ADVANCE WITHIN THE FIELD OF EDUCATIONAL ADMINISTRATION...

- DETERMINE THE EDUCATIONAL LEVEL AT WHICH YOU WANT TO WORK. Survey the field to ascertain where the jobs will be in the future.
- FIND OUT THROUGH A PROFESSIONAL ASSESSMENT CENTER, THROUGH TESTS AND EXAMINATION, WHAT YOU CAN DO BEST, WHAT COMPETENCIES YOU POSSESS, AND IF THERE IS A MARKET FOR WHAT YOU WANT TO DO.
- CONSIDER CHANGING YOUR LOCATION IF NECESSARY TO ACHIEVE YOUR GOALS.
- DISCUSS FAMILY CONSIDERATIONS WHICH MUST BE ADDRESSED IN LIGHT OF YOUR OBJECTIVES. Can they be resolved in a harmonious

manner? Are you prepared for the results? If you are naturally competitive, and you plan to develop your career to the maximum, as well as have a married life and family, I believe it is absolutely essential that you have a husband who has a sense of self, has experienced success himself, and feels supportive and proud of you and your accomplishments.

- INVESTIGATE AND LOCATE A SCHOOL OR UNIVERSITY WITH A GOOD TRACK RECORD (COURSES, FACULTY, PLACEMENT).
- DEVOTE AS MUCH TIME AS IS NECESSARY TO MAKING THE BEST RECORD POSSIBLE.
- EXPAND YOUR EXPOSURE BEYOND EDUCATION COURSES. You will need as much psychology, sociology, urban studies, finances and management as you can get.

THE POSSIBILITIES FOR WOMEN IN EDUCATIONAL ADMINISTRATION ARE UNLIMITED. NEW JOB MARKETS IN NEW FIELDS (E.G., COMPUTER, MANAGEMENT, LAW, MEDICINE) PERHAPS PROVIDE EVEN MORE OPPORTUNITIES.

Women don't have such a long history of neglect to erase in the fields where men, as well, have new skills to learn. Federal legislation has made the professional schools no longer immune to prosecution for neglect of women. Easier entry into professional schools for women has provided data that women are capable and can achieve. Many women today do not feel that they have to get married and rear families to feel fulfilled; so, many will not interrupt their education to do so. They will develop their potential to the maximum and gain the competencies needed to achieve at a high level. In ten years competent women will be able to compete equally because they are obtaining the same training. Those who are equipped will make it, because they will merge in the system and will not get passed over as often because they are women.

The "new" woman will take legal action. We must build support systems to help them. I am at the stage in life where I feel that I should be exerting all efforts and devoting any competencies which I have acquired to working with others to promote younger women who will replace those of my vintage. Where possible, I welcome young women in the offices which I direct and supervise. I support leadership roles for younger women in organizations to which I belong. I, overtly, demonstrate interest and confidence and try and give other women opportunities to achieve.

I do not see any advancement in my own institution. As a Dean/Director at the District level of a three-campus community college, I report to the Vice Chancellor for Educational Planning and Development. I see no vacancy in the future. If there were and I were chosen, there would be great trauma among the male population in the institution.

Dr. Patricia Ann Schmuck
Assistant Professor of Educational Administration
Project Director
Sex Equity in Educational Leadership Project
Center for Educational Policy and Management
University of Oregon
Eugene, Oregon

MY PERSONAL AND PROFESSIONAL HISTORY IS NOT PARTICULARLY UNIQUE. IN FACT, IT IS ALMOST EMBARRASSINGLY TYPICAL OF WOMEN IN EDUCATION.

First, like many women in education, I entered the field of elementary school teaching. My motive was primarily to help put my husband, Dick, through a Ph.D. program in social psychology. Like many other women (as indicated by the research of Jean Lipman-Blumen), I vicariously achieved through Dick's successes. After deciding to leave the elementary classroom, I entered the field of special education. I received my Master's Degree in Special Education and worked as Project Coordinator to develop social science laboratory units for elementary schools (now published by SRA, Science Research Associates).

On February 12, 1965, two major events occurred--the birth of our first child and the receipt of my first published article. I remember well the professor (male) who was surprised that I would plan on reducing my time at work because I had a baby. But I was a product of pre-feminine mystique. My role of mother and wife came first. I continued to work part-time until our second child was born in 1968.

Because my husband and I had shared many professional experiences, we co-authored two books (Group Processes in the Classroom, and A Humanistic Psychology of Education) and several articles during the time I was a "full time" mother and community worker. Upon our youngest child's entry into kindergarten, I entered graduate school in educational administration. I wished to return to the public schools in a leadership role. My dissertation evolved into an understanding of the obstacles that face women entering such a profession. It opened up many doors. With the funding of the Women's Educational Equity Act, the Sex Equity in Educational Leadership Project was formed and is still in operation.

Several personal characteristics have contributed to my positive experiences in educational administration: I am firm about the demands I make. And, although I have been accused of being "stubborn and hard-headed," I am also seen as tolerant and fair. Especially valuable have been my skills as a process consultant, the ability to effectively work with groups to collectively solve problems and yet allow room for individual expression and participation.

Frankly, I'm not sure I would do anything differently. I always have and always will struggle to find a balance between my professional interests and my personal interests. They are not fragmented; my work life and personal life are well-integrated. One especially nice advantage of my increased professional activity is the resulting closeness between the children and their father. I believe if we had it to do over again, we each would attempt to create a more personal and professional balance, so that both of us would continually share equal responsibilities for the mortgage, professional activities, and the children.

IT IS IMPORTANT TO ASSURE TASKS GET DONE AND GIVE ATTENTION TO GROUP PROCESS ISSUES.

In my administrative role as Project Director and the chair or member of many statewide and university committees, I believe the most important skills and competencies include the ability to:

- Set up meetings and make sure the agenda is clear, achieving a balance between task and social-emotional functions (so that work gets done and everyone has a say).
- Be a leader, but share responsibilities. Achieve a balance between taking the initiative and involve people in sharing the responsibilities for tasks.
- Be tough and tender. As an advocate for women in administration, it is critically important to behave in ways that do not alienate people--especially individuals who do not share in the importance of the issue.
- Be articulate--say what you mean and understand when to keep quiet.
- Recognize the political nature of your role; women by virtue of being a minority in a male-dominated profession demand attention. Be continually conscious of your behavior and the effects of such behavior.
- Assess how much time and energy should go into a particular task. This becomes critical when the workload makes it impossible that everything will get the same amount of time and attention. Public products (i.e., papers, large meetings, etc.) will be used to judge one's competence. Other events will not take such careful scrutiny. It requires a deliberate assessment to understand when "good enough is good enough."

REFLECT UPON HOW MEETINGS WENT, WHAT COULD HAVE BEEN DONE DIFFERENTLY.

In order to obtain and sharpen the skills essential for competent administration; I believe it is helpful to:

- Assess what was positive or negative about your behavior in various situations; what do or don't you want to do again?
- Ask for feedback from staff and from superiors.. What did they like about what you did? What didn't they like?

Alone or with others, use your daily experiences as a living laboratory for continued growth.

- Be able to run meetings smoothly and help solve problems. Workshops focusing on interpersonal skills are also useful; e.g., by the National Training Laboratories.

- Ask for feedback from others on written products. Go through several revisions of important written work.

I ENJOY THE FRAY OF THE POLITICAL PROCESS; I LIKE THE INTRIGUE, THE PLANNING, AND THE UNCERTAINTY ABOUT BEING INVOLVED IN EDUCATIONAL CHANGE.

The process of change is exciting and exhilarating.

I like especially the work with students within the university--the chance to be involved in someone else's learning and to participate in someone's "Eureka" experience--that time when things fall into place and make sense. Being a teacher is a major part of my identity.

I like the opportunity for continued intellectual expansion--to discuss ideas and gain new perspectives. I like being a learner.

When products are finalized and are of good quality, I feel competent and successful; the achievement of something good and something tangible satisfies my achievement motivation.

I also value highly the people with whom I work; satisfaction with my colleagues and my peers is a critically important part of a job for me. I would have a great deal of difficulty working within an interpersonal environment that was unsatisfactory. I can count on my colleagues to carry their weight; I can count on others to give me honest feedback; and I can count on others to provide support when the going gets tough.

THE SINGLE FACTOR FACING THE PROBLEMS OF WOMEN IN ADMINISTRATION IS THE LACK OF RECOGNITION OF SUCH PROBLEMS.

This is a summary of my own experiences as well as comments from a group of women administrators in one public school district

that meet regularly. Some people say it doesn't matter if you are a woman; it just matters if you are a competent person. They miss the whole point. It matters. Many interpersonal problems come to mind: being a lone woman in a male meeting; achieving some social relationship among male co-workers; the subtle sexual innuendos that appear in work or social relationships; the lack of sensitivity in making sexist jokes or remarks (it still does happen); being the "woman's representative" either in token form or being asked, "What do women really want?" Yet other problems exist from an organizational view: the assignment of tasks on the basis of sex (e.g., female vice-principals often report tasks such as discipline are given to male vice-principals); being passed over for advancement positions because no one "thought about it"; and the pressure of being judged more harshly and being a more public figure because one is a minority.

I firmly believe it is very tough for women to address these problems alone. From my experience it probably is not possible unless there is an active and strong support group of women. Women need to share their experiences with others. They need to develop strategy together. They need to form a political alliance to help solve the blatant and subtle problems of institutional sexism. In my experience, women want to discuss such things; yet, someone has to take the initiative to organize formally or informally.

IT REMAINS AN UNEQUAL WORLD. WOMEN—BY VIRTUE OF BEING WOMEN IN OUR SOCIETY—MUST TAKE SOME ADDITIONAL STEPS.

Assuming that individuals are competent, skillful, and have passed through the "tests" that are also used for men, I recommend several specific steps to women as a minority in a male-dominated field:

- CHOOSE ONE PERSON YOU CAN TRUST AS A MENTOR--MALE OR FEMALE. It may be on a formal basis (such as developing an internship position) or it may be on an informal basis (to meet with someone for an hour a week to understand what they do and to talk about your career goals). Women, lacking role models in the field, must take extra steps because the system intentionally or unintentionally excludes them from being "groomed."

- BE CRITICALLY HONEST ABOUT YOUR STRENGTHS AND YOUR WEAKNESSES. The standards that apply to men do not always similarly apply to women. Ask for feedback; do not be defensive or find justifications for why you cannot do something. I believe this is an important learning device for men and women--it is especially important for women who have been denied the informal "grooming" procedures.

- BE CLEAR ABOUT YOUR ADVOCACY ROLE AS A WOMAN. It makes no difference if you are or are not politically or socially active in "women's issues"; like it or not, you will be forced to deal with such topics. You, as the minority, will often be turned to with querying glances after a sexist joke or other references about women. You, by definition, are in the ascribed role of "watchdog." You need to be sure how you will handle such moments. Will you be "one of the boys," or will you be a "woman's advocate"? Of course, what you do or choose not to do also depends upon the situation. My role is clear--I am the advocate, but, I cannot always assume that role. I use the concept of the "teachable moment" to determine when I can play the advocate and when I should let the moment pass. If I am so angry I could spit, it is not a teachable moment. If they are equally angry, it probably also is not a teachable moment. I often will address the issue

in private, after the anger has subsided. I know some women who believe their position would be undermined by taking an advocacy role. I don't believe there is necessarily a right answer, but each person must decide.

- DO NOT JUMP TO "SEXISM" AS AN INTERPRETATION OF EVERY UNPLEASANT BEHAVIOR DIRECTED TOWARD YOU. Any minority person in an institutional role must develop some guidelines for assessing whether any given behavior reflects an institutional "ism" or whether it is directed toward one's own skills and competencies. We all make mistakes; we all do things poorly sometimes; we all get called on the carpet for something. (If you don't, you're not taking enough risks!) Women need to be able to differentiate between behavior which is fundamentally sexist and that which is directed toward them as individuals, regardless of their sex.

- TAKE THE INITIATIVE IN USING YOUR OWN LOCAL RESOURCES WHETHER IN A SCHOOL DISTRICT OR A UNIVERSITY TO GET SOMETHING GOING ON YOUR OWN "TURF." The Coalition of Women in California, the Oregon Women in Educational Administration, and the Washington Council of Women in Educational Administration are all examples of grassroots efforts to address the issue. Find out what exists in your locale -- if nothing exists, start something for yourself as well as for others. Invite other women over for coffee and see what you can get started.

DESPITE FINANCIAL CRUNCHES, THE PROSPECTS ARE GOOD FOR WOMEN IN EDUCATIONAL ADMINISTRATION.

Declining enrollments, fiscal cutbacks, lack of public confidence in schooling all point to a dismal picture for education. For the first time in our country's history education is not an expanding profession.

Despite my dismal forecast, I personally believe the prospects are good for women in education administration. Some evidence in Oregon, for instance, shows that the survival rate of women applying for some administrative positions (i.e., staff positions--not in clear authority relationships such as superintendents or presidents of universities) are better than for white males. The applicant pool of women, however, remains very small within the universities and within the public school systems. Today, women are getting jobs. The prospect looks good for women now; I'm unsure what will happen when there are more women from which to choose.

One unanswered question is whether the increase of women looking for administrative positions is increasing the number of potential applicants, or whether the increase of women means a shift in the sex composition of applicants. If women are indeed a "glut" on an already crowded market their prospects are less positive than if the increase of women merely means the same number of applicants with a shift in sex composition.

Ms. Scherry F. Johnson
Assistant Principal/Dean of Instruction
Alex Spence Middle School
Dallas, Texas

I WAS NOT A LIKELY PERSON TO HAVE BECOME ONE OF TEXAS' OUTSPOKEN ADVOCATES FOR SEX EQUITY IN EDUCATION, BUT I WAS DESTINED TO GO INTO EDUCATION.

My father was president of our local school board and always wanted me to be a teacher. I attended Stephenville High during the late 50's where I was voted "Most Representative" of my high school graduating class. I had done all the things "good" Texan girls did in the fifties: State Future Homemaker of America Officer, majorette, National Honor Society, etc. In college I majored in home economics because I could always use it when I got married! And marry I did, the summer after I graduated from Texas Tech--to my high school sweetheart. I became a "good" military wife for the next five years.

My husband, J.B., went to Viet Nam; I went to graduate school with one eighteen-month old daughter and one two-weeks old (she was born six days after her dad left). I lived alone and had to face my daughter's serious illness that was almost fatal. And when all was said and done, much to my surprise, I had handled all the problems alone and survived. I was never quite the same person again.

After the military, we moved to Dallas. I had never planned to work again. That lasted six months. I started teaching art (a second major) in an inner city school. I was terrified, miserable, and did everything wrong! I also learned a lot about cultural pluralism and life in general. The second year, I decided to become one of the best middle school art teachers in Dallas. My change of attitude must have helped because my students began to blossom. They won many city-wide awards. I also went to graduate school at night and completed my master's degree.

In graduate school, my closest feminist-self came to the fore. I became an outspoken, often abrasive feminist. I testified before state textbook committees on

racist and sexist textbooks, appeared on local radio and t.v. talk shows, and went to school board meetings to "demand" acceptance of Title IX--both in letter and in spirit. I became President of the Dallas Women's Center Board of Directors and started a school within a school for the hard-core delinquents in our school.

My principal encouraged me to go into administration. Dallas has an internal promotion system. I took the test and scored very high, then went for an interview before a panel of school administrators. They were all male. I cracked, "This is not a panel of my peers--where are the women?" I didn't get in! I applied the next year and made it (there were also women on the panel!).

I became a trainer for the drug intervention program. Again, I learned a lot. I developed skills for facilitating groups and began to examine myself. My husband and I had to do much adjusting. That was very difficult, but we made it through that passage with much respect for one another still intact. However, being in an administrative position gave me an alternative; it feels good to stay married because I want to, not because I have to financially.

I conduct Title IX and sex equity workshops throughout Dallas, Texas and around the U.S. Because I'm in the educational system, I can relate to many of the problems realistically and yet because I believe strongly in the issue, I am not timid. I think many male administrators are less threatened now than they were two or three years ago. Their overt behavior is different. Women are having more opportunities, but the system itself is still very much a man's world!

If I had to do anything differently, I would have started my own personal career thrust ten years earlier. I hope I am the last of the "late bloomers," but I had too far to come, was ill-prepared, and did not have the self-assurance to push the system until after I was thirty. The traditional scripting is still there and it still affects my lifestyle, but the new scripting is rooted well enough for me to be less abrasive now. I have no apologies for my "radical" or "rebel" period, but I hope I can be assertive without being so hard on those around me. I must guard against becoming too compliant however. Many feminists are critical of those of us who stay in systems--it's a very fine line!

IT IS ESSENTIAL FOR A SCHOOL ADMINISTRATOR TO HAVE BEEN A VERY SKILLFUL TEACHER WHO UNDERSTANDS THE HUMAN AND ACADEMIC NEEDS OF STUDENTS.

In addition to having a well-defined educational philosophy, a competent, successful administrator should:

- Have enough confidence in herself to risk taking stands on issues, but only on those issues that are worth an investment of time and energy.
- Develop an understanding of the change process and the ability to apply it to individual systems.
- Be able to study an individual educational system and its parts--analyze it realistically. No one advances in any system unless she knows both the formal and informal channels of power.
- Be flexible, pragmatic, persistent, and knowledgeable. Be honest--it's much easier than playing games.
- Have a strong personal desire to make education a positive, relevant experience for all students.
- Learn to listen to others, especially constituents--parents, students, teachers.

GO AS OFTEN AS YOU CAN TO SPECIAL INTEREST WORKSHOPS AND GET INVOLVED—DON'T JUST OBSERVE.

Continue your education--many college courses will be 90% dull but some of them will be very helpful and you can't go anywhere without proper credentials. Explore administrative internships.

Since there are both formal and informal ways to gain essential skills, it is critical to consider all the alternative ways to obtain competencies.

- Talk with other people in your system--especially women.
- Cultivate your mentor. Almost no one makes the first move without the support of someone who can explain the "ropes."

- Read current literature in your field and related fields.
- Make sure you know yourself. Develop your best skills even if you have to volunteer to do a lot of "free" work.
- Ask for feedback--from your boss, from peers who will give you straight answers. However, don't ask <u>everybody</u> or you'll never make a decision.

In my own life there were several experiences as a result of working with drug intervention training programs that helped me personally. These had little to do with drugs but rather opened the world of affective, humanistic education. Numerous books also helped me develop a basic educational and personal philosophy that together keep me pushing for educational change.

I ENJOY THE ABILITY TO HELP MOLD AN EDUCATIONAL SYSTEM.

I value the opportunities to develop and support positive change that come with being an educational administrator. The opportunity for personal growth has been significant and I especially enjoy the opportunity to serve as a role model for others.

ONE OF THE MOST OPPRESSIVE PROBLEMS I HAVE FACED IS THE CRITICISM FROM OTHER WOMEN.

Many of my female counterparts also declare this to be a problem. Secretaries, teachers, and older women in the system are often critical of women entering administration.

Women administrators themselves face special concerns. Since many have had limited administrative experience, they are often insecure with their own decisions. Additionally, most women administrators still have major responsibility for planning

meals, child care, etc. at home--subtle pressures most males do not face daily!

Male peers are often comfortable with women in entry level administrative positions but do not treat them as legitimate equals. This seems to get worse as women move up the administrative ladder. School administration is basically a man's world--set up by men. Although many men do not enjoy the traditional management styles associated with school administration, they can usually operate comfortably in the mold. Women often question the traditional ways things have been done and often find it frustrating to function in the informal system. It still takes women longer to advance through a system--women reaching top administrative positions tend to be older than men in comparable positions.

CREATE A SUPPORT SYSTEM FOR YOURSELF—YOU'LL NEED IT!

Finding supportive leaders in the system is critical to survival. Strong women as well as men who give words of encouragement and practical suggestions along the way are very important. Specifically I recommend women pursuing an administrative career to:

- BE ARTICULATE IN STATING YOUR DECISIONS IN CLEAR TERMS. Don't continue to agonize over decisions once you have made them. You can be flexible and make adjustments, but have confidence to stand your ground and gain the skills necessary to communicate these decisions to others.
- BE PERSISTENT. Take jobs that demonstrate your leadership skills while you are still a teacher.
- BE REALISTIC ABOUT HOW THINGS CHANGE. Dream but remember that "life is what happens while you're making other plans!"
- AVOID SLIPPING INTO TRADITIONAL, FEMALE SCRIPTING AND TRYING TO BE COY TO GET YOUR WAY. Control your anger and try to keep direct and subtle attacks on professional decisions in perspective. Don't wear your feelings on your sleeve.
- KEEP A SENSE OF HUMOR. Half the world will never make sense anyway so don't take everything seriously--especially yourself.
- KEEP PHYSICALLY FIT. Your average day may well be over ten hours.
- IGNORE UNFOUNDED CRITICISM AND/OR CONFRONT ISSUES IF YOU THINK IT'S NECESSARY TO MAINTAIN YOUR CREDIBILITY. You're going to be criticized often for things over which you have no control and which you may not have done.
- LEARN TO PLAY GOLF OR TENNIS, SQUASH, ETC. Unfortunately that's still where a lot happens!

WOMEN HAVE LEGAL IMPETUS TO KEEP MOVING INTO ADMINISTRATIVE POSITIONS AND MORE AND MORE ARE ASPIRING TO DO SO.

It's still difficult for a woman to become a superintendent and to advance in areas such as school finance, labor relations, building facilities, and operations.

All public education is facing some very hard times. The current trends of shrinking tax support, rebates for private schools, and loss of confidence in public education will require creative solutions. Women and men will have to work together utilizing the skills of individuals, not gender, to solve these problems.

As for my own future, I would like to develop further skills in public speaking

and presenting and learn more about educational trends nationally. I would like to become a principal within two years, and perhaps become an assistant superintendent in an urban district. Right now I don't think I want to be the general superintendent--but goals change! Many areas of business and politics are also appealing. Administrative skills are transferable, so one need not limit one's options.

Dr. K. Jessie Kobayashi
Superintendent
Murray School District
Dublin, California

IF I WERE A YOUNGSTER LIVING TODAY IN THE SAME SITUATION I DID AS A CHILD, I WOULD PROBABLY QUALIFY FOR MOST OF THE COMPENSATORY EDUCATION PROGRAMS THERE ARE: TITLE I, BILINGUAL,* CHILD CARE, ETC.

In the classroom, I fit the stereotype of docile, quiet, and conforming. As a student, I was above average, but certainly not in the top 5 or 10% anytime during my undergraduate days. I received a B.A. degree grom San Jose State College (California) and completed an M.A. from the same institution in 1961. Sometime later, in 1974, I graduated from the University of the Pacific in Stockton, California, with an Ed.D. degree. Currently I hold credentials in Elementary Teaching and Administration, in General Secondary Teaching, and in General Administration.

My career in education has taken me through positions as an Elementary Teacher, Vice-Principal, Principal, Director of Curriculum, Assistant Superintendent, and now Superintendent.

Much of my success has been assisted by my family. My husband as well as our three children (ages, 21, 20, 14) are supportive of my efforts and are dependable, responsible, and understanding. In the past, I gave them full credit for anything I did well. I believe it was a reflection of what is expected of a woman, i.e., first be a mother; if your family says it's all right, then it's all right to do what you want to do. Unfortunately others continue to view women predominantly from their roles within the family structure. I had a very recent experience in which I was told that I was considered "ok" only after my colleagues met my husband and found that instead of cowering in a corner, he is an assertive, dynamic, and secure individual.

As a superintendent, I have found many women and men in the field of education to be very helpful. Superintendents from

*Japanese/English

neighboring districts; superintendents who have always been available by phone; and leaders of professional organizations... these are just a few of the people who have been very supportive.

During the past year, I was fortunate to be part of the American Association of School Administrators (AASA)/Ford Foundation Collegial Support Program. Through that program, I had consultant assistance directly from AASA and from the team assigned to me. The support and assistance I have received from other educational managers also have been invaluable. Their willingness to share, to provide help, and to provide moral support has been outstanding.

Additionally, I believe there are other dimensions which have contributed to any success I've achieved and include my willingness to commit time and energy to my career; my concern regarding process while working with others; knowledge about the tasks I have to complete; and the understanding of the goals I am trying to accomplish.

HAVING THE INTERPERSONAL SKILLS TO WORK WITH A VARIETY OF PUBLICS IS ESSENTIAL.

In terms of specific skills/competencies necessary for advancement and success in management, I suggest the following:

- Technical competencies in both the content (e.g., curriculum and instruction, school finance, school law, community relations, and negotiations) as well as in process (e.g., decision-making, working with different groups, working with the Board, planning for change, and long-range planning);
- Ability to conceptualize the role of education in a person's life;
- Ability to organize tasks and activities; to differentiate between trivia and important matters; to plan one's time toward goals;
- Knowledge of change, the dynamics of change.

On a personal basis, the following qualities are important:

- Perseverance, tenacity;
- Confidence in, and knowledge of, one's abilities and willingness to learn;
- Willingness to risk;
- Willingness to work, to be thorough in working, to have initiative both on the job and in professional organizations for the betterment of education on a wider scale;
- Ability to cope with failure, with success, with ambiguity, and with stress;
- Ability to trust, to delegate responsibilities;
- Ability to take a job seriously without taking oneself seriously;
- A sense of humor!

MOST IMPORTANT IN DEVELOPING THESE COMPETENCIES ARE A WILLINGNESS TO WORK, TO EXERT ONESELF, TO TAKE ADVANTAGE OF OPPORTUNITIES TO LEARN, AND TO TRY NEW AVENUES.

Skills and competencies can be developed in a variety of ways. Doctoral programs, workshops in management, and professional journals, etc., are some of the more formal approaches to developing skills.

A person who is contemplating a new field might do well to conduct a self-analysis

of her/his skills and compare them with those skills needed for the "new job" -- then proceed to take whatever action is needed to develop the desired skills. For those preparing for a career in educational management, I would suggest a combination of course work in both education and business management.

Many people already in executive roles are very helpful by being "mentors" for those who are seeking roles in management. The best resources are really people in the field. I have found the men and women in educational management and on school boards to be very supportive and helpful.

Most of all, each individual is her/his best resource. Developing that resource is especially important.

MOST OF THE REWARDS OF MY POSITION COME FROM THE SATISFACTION OF WORKING WITH PEOPLE AND FROM SEEING THE CHANGES IN SITUATIONS WHICH WOULD ENHANCE LEARNING AMONG PUPILS AND STAFF.

The environment of public schools is very dynamic; therefore, I feel that no matter what gains are made, one should view them as temporary and continue to strive to work toward excellence in that system. Controversies can loom overnight, and so processes for open communication and working together toward the goals of the institution have to be established to provide viable vehicles to solve effectively even the most controversial of issues.

I enjoy working with people who are committed to the same goals; people who are willing to work, to learn, to take on responsibilities, to risk; people who enjoy their jobs and who are competent.

THERE IS NO DOUBT IN MY MIND THAT THE DOUBLE STANDARD EXISTS AS IT RELATES TO THE SELECTION AND/OR PROMOTION OF PEOPLE TO ADMINISTRATIVE POSITIONS.

A number of research studies have been conducted which reinforce that statement. Certainly, women have to be much more competent than men to receive the same kinds of pay, titles, and promotion. The situation, I believe, is slowly changing; but there is a long way to go. Many men

and women still have stereotypes regarding women in decision-making roles; and, although people are changing their attitudes intellectually, their behavior (gut reaction) still reflects the biases. Married women in management roles have the pressure of having to be the "perfect manager" as well as the "perfect wife" and "perfect mother." Single women are often viewed suspiciously, especially if they have close female friends and if they are not known to "date." Minority women face the stereotypes of sex and ethnicity and race.

I believe that it is both healthy and helpful for women and men to discuss sexism openly. Discuss, not accuse. Most of us have biases with which we've grown, and most of us can raise our own consciousness about these biases. By bringing some of the sexist practices to the surface, I would hope that the practices would cease to exist. Furthermore, I feel that we should be concerned with sexism as it affects boys and girls, women and men -- NOT just the negative effects it has on women.

Other than the explicit comments, such as "There are no female leaders in education!" or "There will never be a female superintendent as long as I'm here.", etc., I feel the subtle comments and actions are the most damaging to the self-esteem of women. Michael Korda describes some relevant situations in his book, Male Chauvinism and How It Works. In talking with numerous groups of women, I have found that most of the women have experienced such subtleties, and have had difficulties dealing with ther until they found that others experienced them, too. Thus, sharing with other women has been very helpful; discussing common experiences and thereby raising one's own consciousness has helped to identify and cope with others' sexism and sexist comments.

ANYONE WHO WANTS TO ENTER OR ADVANCE IN THE FIELD OF EDUCATIONAL MANAGEMENT SHOULD HAVE THE PROPER CERTIFICATION.

The most crucial steps in career planning, it seems to me, are:

- Conduct an assessment of self in relationship to the kinds of responsibilities eventually desired.
- Develop a list of short range goals which will help achieve the career goal.
- Develop the necessary skills and get the necessary experiences to move from short range goals to the career goal.

As one starts on the ladder to the career goal, one should plan strategies in applying for jobs. A haphazard letter of application and resume will not impress a prospective employer. One should carefully develop a letter of application, a resumé, and other data as well as conduct a thorough research of the job and the district.

I recommend the following as one climbs the ladder:

- REACH OUT TO OTHERS. As a woman considers educational management as a career choice, I hope that she would feel comfortable in asking others--particularly those already in these positions--for assistance, for support, etc.
- SUPPORT WOMEN. Too many women expect other women to carry the banners forward and, yet, withhold demonstrated support for them. Likewise, women need to be concerned with the problems facing nonprofessional women and be concerned with their plight.
- TRUST SELF AND ONE'S OWN INSTINCTS.
- STOP FEELING GUILTY WHEN NOT QUITE PERFECT.

A FAILURE TO PLAN IS A PLAN FOR FAILURE.

I think women, especially young women, should plan NOW for jobs to be attained in five or ten years. Never before have there been so many different kinds of jobs in educational management. One needs only to look through "job opportunities" columns to see the variety of jobs available in this field. Also, many men moved into educational management after World War II, and these people are now starting to retire.

Furthermore, the attitude toward women is changing . . . slowly . . . but it is changing. And women are gaining in their own confidence and are better prepared now more than ever for the challenges in education. I think that this is an exciting time to be in educational management.

As for my own career . . . I'd like to be a philanthropist. However, the chances of qualifying to be one are slim; so my plan is to keep my options open, to keep myself open to changes and risks, to keep learning, to enjoy what I'm doing, and to surround myself with competent people.

SOME FINAL THOUGHTS

Women...in educational administration. Are they? The seven women identified in this publication represent more women in such roles than most of us have known throughout our entire educational process. Think back.

Was your elementary principal a woman? Your high school principal? The superintendent of schools? Or maybe the president or vice president of the community college you attended? And the dean of your department in the university? What about graduate school? It may be quite awhile before most of us can readily identify more than a few models of women active in decision-making roles in our educational experience.

The educational system is obviously not devoid of present and potential female leadership. But women must recognize their own possibilities and assertively move to create their own futures--and concurrently take an active part in formulating the future of our educational enterprise.

Many issues have been raised by the women who created this publication by their honest disclosure. As you consider the viability of an administrative role for yourself, think over the following points in light of the preceding pages:

- KNOW WHO YOU ARE. What are your needs, wants, values, interests, strengths, weaknesses, motivations? What are your life experiences, skills, qualities, and knowledges?

  Do the competencies, abilities, and personal qualities which seem to be essential to successful administration fit you as a person?

  Can you project the consequences of an administrative career on your personal lifestyle? How important is qualitative balance among the various parts of your life?

  Are you prepared to commit yourself to a career which may require time, energy, and investment well beyond your current occupation and experience?

  What rewards are important to you (e.g., opportunity to direct policy, harmonious interpersonal work environment, prestige) and will these be available? Will they offset potential difficulties and problems?

- EVALUATE FOR YOURSELF. Explore the world you feel you may want to inherit--prior to moving that first piece of (mental, emotional, and physical) furniture.

  Experience the reality. All the books, advice, and thinking in the world won't take the place of <u>doing it</u>--whatever it is. If you're initially considering administration as a career, try some facet you feel you would like (e.g., coordinate a project, direct a study, organize a meeting). If you have administrative experience and want to move up or across fields, investigate concretely the various areas, intentionally deciding where your skills and interests might best fit.

- BE TRUE TO YOURSELF. After you have decided what you want for your life--personally, interpersonally, and professionally--then go ahead and take the risks necessary to be where you would like to be.

It all comes back to you. "Knowing yourself" will greatly facilitate the process of self-determination. Relate your knowledge of yourself to the information you have about each professional opportunity you may explore. For example: What do you believe are the basic human and educational values underlying the administrative structure in the institution(s) you are considering? Are these values congruent or compatible with your own personal and educational belief systems? How important is such agreement to you? What are you willing to compromise? And to what extent?

Two significant issues have been raised by several of the women describing their own experiences and recommendations in this publication: 1) Are you willing to take risks? Will you give up known security for an unknown opportunity to actualize your

special skills? 2) Are you willing to be mobile? Will you relocate if it means a chance for additional professional growth and progress?

Are there new ways to administer, new modes of communicating, exchanging ideas, developing resources, and solving problems which may be creatively addressed by individuals concerned with humanizing education--women and men working cooperatively as equals in decision-making authority and power?

The challenge is out there. We must have the courage to face it and move forward toward a "nouveau monde" of life-long learning with women assertively and rightfully sharing the helm.

There is a destiny that makes us sisters,
None goes her way alone.
All that we send into the lives of others,
Comes back into our own.

-- Dorothea W. Brown

Rita M. Costick has explored educational administration in various capacities at Michigan State University, the University of the New World in Valais, Switzerland, and Peralta College for Nontraditional Study in Berkeley, California. She received a Ph.D. in Administration and Higher Education with a special emphasis in Women's Studies from Michigan State University and is currently Editor at the Women's Educational Equity Communications Network in San Francisco.

WOMEN IN EDUCATIONAL ADMINISTRATION

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WOMEN ADMINISTRATORS IN EDUCATION: A REVIEW OF RESEARCH 1960-1976. Katherine Van Wessem Goerss. 1977, 24 p. Available from: National Association for Women Deans, Administrators, and Counselors, 1028 Connecticut Ave., NW, Suite 922, Washington, DC 20036, $2.00 prepaid.

WOMEN AND MINORITIES IN ADMINISTRATION OF HIGHER EDUCATION INSTITUTIONS. EMPLOYMENT PATTERNS AND SALARY COMPARISONS. Carol Van Alstyne et al. 1977, 95 p. Available from: College and University Personnel Association, One Dupont Circle, NW, Suite 120, Washington, DC 20036, $4.00 members, $7.00 non-members.

WOMEN IN EDUCATIONAL LEADERSHIP: AN OPEN LETTER TO STATE LEGISLATORS. 1976, 16 p. Available from: Institute for Educational Leadership, 1001 Connecticut Ave., NW, Suite 310, Washington, DC 20036, $2.50 postpaid.

WOMEN'S CAREERS IN ADMINISTRATION. Susan Paddock. 1977, 210 p. Available from: University Microfilms International, P.O. Box 1764, Ann Arbor, MI 48106; order no. 78-02552, microform $8.25 academic, $11.00 non-academic; xerographic $16.50 academic, $22.00 non-academic. Orders may be placed toll-free 800/521-3042.

WOMEN'S PARTICIPATION IN MANAGEMENT AND POLICY DEVELOPMENT IN THE EDUCATION DIVISION. JoAnn Steiger and Eleanor S. Szanton. 1977, 80 p. Available from: EDRS, ED 146 696, MF $0.83; HC $6.01 plus postage.

PERIODICALS

AFFIRMATIVE ACTION REGISTER. Available from: Warren H. Green, 10 South Brentwood Blvd., St. Louis, MO 63105; monthly, $15.00 a year.

THE BLACK COLLEGIAN. Available from: Black Collegiate Services, Inc., 3217 Melpomene Ave., New Orleans, LA 70125; bimonthly, $5.00 a year.

COLLEGIATE WOMEN'S CAREER MAGAZINE. Available from: Equal Opportunity Publications, Inc., Box 202, Centerport, NY 11721; semi-annually, $25.00 a year.

JOURNAL OF NAWDAC. Available from: National Association for Women Deans, Administrators, and Counselors, 1028 Connecticut Ave., NW, Suite 922, Washington, DC 20036; quarterly, $10.00 a year.

NCAWE NEWS. Available from: National Council of Administrative Women in Education, 1815 North Ft. Myer Dr., Arlington, VA 22209; quarterly, $25.00 a year.

THE NETWORK. PROFESSIONAL DEVELOPMENT, ACTION, INFORMATION, SUPPORT. Higher Education Resource Service (HERS). Available from: HERS, Mid-Atlantic, 3601 Locust Walk/C8, University of Pennsylvania, Philadelphia, PA 19104; quarterly, free to participants and resource persons of Bryn Mawr College/HERS, Mid-Atlantic Summer Institute for Women in Higher Education Administration.

PROJECTS AND PROGRAMS

IDENTIFIED RESOURCE GROUPS

Mention of organizations, agencies, or projects in this publication does not imply endorsement by the Far West Laboratory for Educational Research and Development or by the United States Department of Health, Education, and Welfare/Office of Education, Women's Program Staff.

The groups identified here represent some of the available resources concerned with women in educational administration. The references are for descriptive information only and do not imply specific recommendation. The quality of publications and services provided by the groups listed has not been evaluated.

This list is not comprehensive. The Women's Educational Equity Communications Network encourages readers to tell us about additional resource groups.

ADMINISTRATIVE LEADERSHIP IN HIGHER EDUCATION. Women's Educational Equity Act Grant. Carol W. Konek, Director. Sally L. Kitch, Development Coordinator. Wichita State University, Box 117, Wichita, KS 67208, 316/689-3358.

CLAREMONT HIGHER EDUCATION MANAGEMENT INSTITUTE. Jack H. Schuster, Director. Claremont Graduate School, Claremont, CA 91711, 714/621-8000, ext. 3795.

FELLOWS PROGRAM IN ACADEMIC ADMINISTRATION and the INSTITUTE FOR COLLEGE AND UNIVERSITY ADMINISTRATORS, American Council on Education. Madeleine Green, Director of Fellows Program; Charles F. Fisher, Director of Institute. One Dupont Circle, NW, Washington, DC 20036, 202/833-4780.

HIGHER EDUCATION ADMINISTRATION REFERRAL SERVICE (HEARS). Peter G. Hunt, Director. One Dupont Circle, NW, Suite 510, Washington, DC 20036, 202/857-0710.

HIGHER EDUCATION RESOURCE SERVICES (HERS). Summer Institute for Women in Higher Education Administration. Cynthia Secor, Director, HERS, Mid-Atlantic. 3601 Locust Walk/C8, University of Pennsylvania, Philadelphia, PA 19104, 215/243-5426. Lilli S. Hornig, Director, HERS, New England. Cheever House, Wellesley College, Wellesley, MA 02181, 617/235-7173 or 235-0320, ext. 789.

ICES: A PROJECT OF INTERNSHIP CERTIFICATION, EQUITY-LEADERSHIP, AND SUPPORT. Women's Educational Equity Act Grant. Jerry D. Bailey, Director. University of Kansas, School of Education, Lawrence, KS 66045, 913/864-4432.

INSTITUTE FOR EDUCATIONAL MANAGEMENT (IEM), Harvard University. Frederic Jacobs, Administrative Director. 438 Gutman Library, Appian Way, Cambridge, MA 02138, 617/495-2655.

NATIONAL IDENTIFICATION PROGRAM FOR THE ADVANCEMENT OF WOMEN IN HIGHER EDUCATION ADMINISTRATION, American Council on Education, Office of Women in Higher Education. Emily Taylor, Director. Donna Shavlick, Associate Director. One Dupont Circle, NW, Washington, DC 20036, 202/833-4692.

OFFICE OF LEADERSHIP DEVELOPMENT IN HIGHER EDUCATION (OLDHE), American Council on Education. Charles F. Fisher, Acting Director. One Dupont Circle, NW, Washington, DC 20036, 202/833-4765.

PROJECT ON THE STATUS AND EDUCATION OF WOMEN, Association of American Colleges. Bernice Sandler, Director. 1818 R St., NW, Washington, DC 20009, 202/387-1300. Publishes free newsletter On Campus with Women.

PROJECT TO ASSIST WOMEN SCHOOL ADMINISTRATORS, American Association of School Administrators. Effie Jones, Director. 1801 North Moore St., Arlington, VA 22209, 703/528-0700.

SEX EQUITY IN EDUCATIONAL LEADERSHIP PROJECT (SEEL). Patricia A. Schmuck, Director. Center for Educational Policy and Management, College of Education, University of Oregon, 1472 Kincaid, Eugene, OR 97401, 503/686-5074.

NATIONAL ORGANIZATIONS

AMERICAN ASSOCIATION FOR HIGHER EDUCATION (AAHE). One Dupont Circle, NW, Washington, DC 20036, 202/293-6440. Women's Caucus Coordinator: Otis Holloway Owens, IHERS-P.O. Box 6293, University, AL 35486, 205/348-7770.

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (AASA). 1801 North Moore St., Arlington, VA 22209, 703/528-0700. Women's Caucus Chair: Joan Abrams, Superintendent, Red Bank Borough Public Schools, 76 Branch Ave., Red Bank, NJ 07701, 201/842-0424.

AMERICAN ASSOCIATION OF UNIVERSITY ADMINISTRATORS (AAUA). Patricia Hollander, General Counsel. P.O. Box 6, Bidwell Station, Buffalo, NY 14222, 716/862-5132.

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN (AAUW). Marjorie Bell Chambers, President. Helen B. Wolfe, General Director. 2401 Virginia Ave., NW, Washington, DC 20037, 202/785-7750.

AMERICAN ASSOCIATION OF WOMEN IN COMMUNITY AND JUNIOR COLLEGES (AAWCJC). Center for Women's Opportunities. N. Carol Eliason, Director. One Dupont Circle, NW, Suite 410/AACJC, Washington, DC 20036, 202/293-7050. Chair: Mildred Bulpitt, Dean of Continuing Education, Phoenix College, Phoenix, AZ 85202, 604/264-2492.

AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION (APGA). Julia P. Davidson, Associate Executive. 1607 New Hampshire Ave., NW, Washington, DC 20009. 202/483-4633. Women's Committee Chair; Josephine B. Hayslip, Educational Consultant, Career and Vocational Guidance, State Dept. of Education, 64 North Main St., Concord, NH 03301, 603/271-3494.

ERIC CLEARINGHOUSE ON EDUCATIONAL MANAGEMENT. Philip K. Piele, Director. University of Oregon, Eugene, OR 97403, 503/686-5043.

NATIONAL ASSOCIATION FOR WOMEN DEANS, ADMINISTRATORS, AND COUNSELORS (NAWDAC). Joan M. McCall, Executive Director. 1028 Connecticut Ave., NW, Washington, DC 20036, 202/659-9330.

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS (NASSP). Owen B. Kiernan, Executive Director. 1904 Association Dr., Reston, VA 22091, 703/860-0205.

NATIONAL ASSOCIATION OF STUDENT PERSONNEL ADMINISTRATORS (NASPA). P.O. Box 751, Portland State University, Portland, OR 97207, 503/229-4979. Women's Concerns: Rita Goldman, Director of Student Activities, George Washington University, Washington, DC 20052, 202/676-6555.

NATIONAL COUNCIL OF ADMINISTRATIVE WOMEN IN EDUCATION (NCAWE). Josephine P. Coiner, Executive Director. 1815 North Ft. Myer Dr., Arlington, VA 22209, 703/528-6111. Committee on the Status of Women Chair: Barbara Sizemore.

UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION (UCEA). Walter Panko, Associate Director. 29 West Woodruff Ave., Columbus, OH 43210, 614/422-2564.

This resource list was compiled by Rita M. Costick with the assistance of Doris Smith, WEECN Librarian, and includes suggestions from the women administrators highlighted in this publication.

Women's Educational Equity Communications Network (WEECN), Far West Laboratory for Educational Research & Development, 1855 Folsom St., San Francisco, CA 94103.